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ABSTRACT

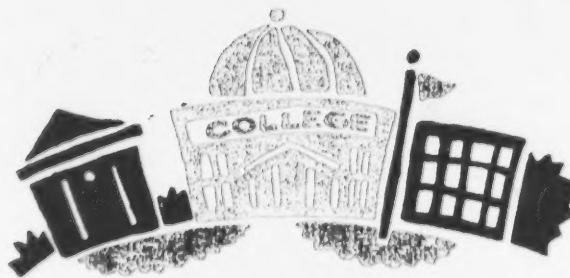
A study was done to investigate the status and attitudes of graduates from field-based programs of the John H. Lounsbury School of Education of Georgia College and State University who were teaching in partner and professional development schools. The study was done in two waves, first by e-mail, and then by postal service. There were 41 respondents from 22 different partner schools; most had graduated since 1999. Teachers' perceptions of their overall ability as first-year teachers were: "excellent," 50%; "good", 45%; and "fair," 5%. Ratings of various aspects of teaching ability were similar to those from student exit surveys. The kind and amount of new teacher orientation they had received varied greatly from school to school. About 75% of the respondents said the schools assigned them an experienced teacher as first-year mentor, and most reported that the mentor was very helpful. Personal support from their college professors during their first years in partner schools was perceived by 54% of the respondents, but only about half represented "real" support, with the rest being informal contacts or placement of current teacher education students in their classes. The chief benefit of being at a partner school was the ability to host current teacher education students. Many practical suggestions were received about how the School of Education could do more for their partner schools. An appendix contains the study instruments. (SLD)

Follow up Study

John H. Lounsbury School of Education

Field-Based Program Graduates Now Teaching in Partner and Professional Development Schools of Georgia College & State University

May 2003



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Study by: Sharene L. Smoot, Ph.D.
Department of Educational Foundations

Date of Report: July 10, 2003

With thanks to partner school liaison faculty

Summary

- This study was done in two waves, the first by email and the second by postal service.
- The total number of respondents was 41 from 22 different partner schools.
- Ten respondents graduated in 1998, nine in 1999, eight in 2000 and six in 2002. The rest graduated earlier.
- The partner school that has employed the most graduates of our field-based cohort-style programs is Putnam County Elementary.
- Teacher perception of their overall ability as first year teachers after graduation from GC&SU was 50% excellent, 45% good, and 5% fair.
- Ratings of various aspects of teaching ability as defined by our conceptual framework were nearly identical to the results of our exit surveys. Ability to teach day to day lessons was rated highest, while ability to use technology in teaching was rated lowest (still 77% rated it Excellent or Good).
- Six elements of the conceptual framework correlated highly with perceptions of overall preparation: teach day to day, leadership role, manage behavior, content area knowledge, communication skills, and ability to assess learning.
- The kind and amount of new teacher orientation received by the respondents varied greatly from school to school. Jones county schools had monthly meetings for new teachers all year.
- About 75% of the respondents said that their school assigned them to an experienced teacher as a mentor for their first year. Most reported that the mentor was very helpful and if not, they found other teachers willing to be informal mentors.
- Personal support from GC&SU professors during their first years in partner schools was perceived by 54% of the respondents. However, only about half of these were real support, the rest were informal contacts or placement of current GC&SU students in their classes. Some mentioned the support they received as they took coursework in their GC&SU Master's degree program.
- The chief benefit mentioned of being a teacher in a partner school was the ability to host GC&SU current practicum students or student teachers. Others mentioned specifics such as inservice training in various topics, GC&SU related field trips, and the CATS program.
- There were many practical suggestions about how GC&SU could do more for their partner schools. The main ones were to provide staff development on various topics, to provide information about graduate programs at GC&SU, to provide volunteers to help in classrooms with struggling children, to have some choices in what the GC&SU preservice teacher is required to do in their classrooms as well as choice of the best times to come. GC&SU faculty in these schools could improve two-way communication on all topics.
- Wells Primary School had two teachers (respondents) that knew about the GC&SU induction activities. They were the only ones of all the partner schools.

Follow up Study John H. Lounsbury School of Education
Field-Based Program Graduates Now Teaching in
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There were three study questions:

Teacher perception of their GC&SU teacher training

How do these teachers rate their perceived ability as a beginning teacher during their first year of teaching?

Which aspects of the conceptual framework are rated best, worst?

What are the correlation of these aspects with the overall rating?

Partner School Practices in Orientation or Induction of New Teachers

What orientation, training, or induction activities were provided to these teachers during their first year at this partner school?

Were they assigned to an experienced teacher as a mentor? If so, was it helpful?

Formal or Informal Support from GC&SU

While working at this school, did these teachers have any contact with a GC&SU professor? If so, what kind of support did they get from this professor?

What benefits did these teacher perceive for their school as a result of the GC&SU partnership?

What could GCSU do for this school to show its support?

Did any of these teachers or anyone they knew participate in the GCSU induction activities over the last two years? If so, was it helpful?

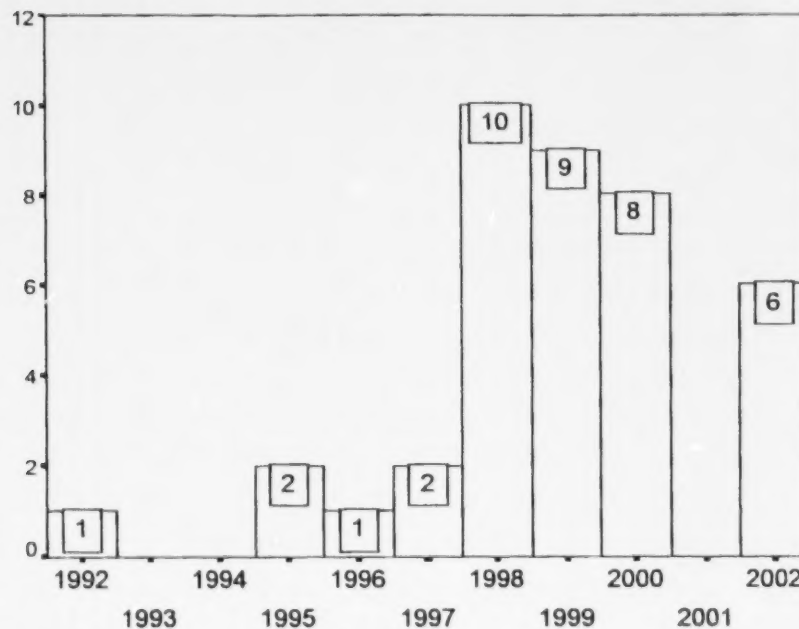
Participants

Partner Schools. There are 33 partner or professional development schools in Baldwin, Bibb, Jones, Hancock, and Wilkinson County. A total of 23 or 70% had at least one graduate of a GC&SU field-based program who was currently teaching in that school.

Alumni Teaching in Partner Schools. A total of 88 teachers in partner schools were identified as alumni of GC&SU field-based cohorts. The response rate was 47%. A total of 41 teachers responded from 22 partner schools. They had been teaching at this partner school for an average of 3.5 years ($SD = 2$ years). The percent teaching in their field was 93% (only 3 were out of field).

Partner School	Teachers	Respondents
Baldwin HS	4	2
Blandy Hills	1	1
Burghard Elem	5	1
Central HS	2	1
Clifton Ridge Middle	2	1
Creekside Elem	5	3
Dames Ferry Elem.	11	4
Gray Elem	9	4
Jones County HS	2	1
Mattie Wells Elem	2	1
Midway Elem	5	3
Miller Middle	1	1
Oak Hill Middle	4	1
Putnam Elementary	13	9
Putnam Middle	3	1
Weaver Middle	1	1
Wells Primary	5	2
Westside HS	5	3
Wilkinson Elem	2	1
Baldwin Headstart	1	0
Hancock Headstart	1	0
Califf Middle	3	0
Lane Elementary	1	0

Graduation dates of Responding Teachers



Most had graduated in the previous five years. The main campus graduated it's first field-based cohort style class in 1997 while the Macon campus had begun years earlier.

Instrumentation

A copy of cover letter and the survey form is listed in the Appendix

Procedure

All partner school liaison faculty were asked to obtain a list of the staff at their assigned schools and indicate which of them (to their knowledge) were graduates of our field-based cohort program. A list of faculty liaison and their schools is in the Appendix.

Some of these teachers were contacted by telephone or Email and asked to identify others (snowball sampling). They were also asked if they would rather respond by Email or letter. All said Email, so the Email addresses of most of the teachers were found and the first wave was done by Email. Most schools systems had Email and those addresses were used. Also some schools had Email links on the School web sites. Confidentiality was assured, but it was possible to identify most respondents who were checked off the list as not needing a follow up. A second wave postal mailing was done to the school address to identified non-respondents. At Putnam Elementary Dr. Larry Bacnik, one of our current faculty, distributed the forms to 13 teachers with a cover letter and he collected nine surveys in sealed envelopes. These were truly anonymous and no follow up postal mailing was done at this school.

Results for Study Question 1

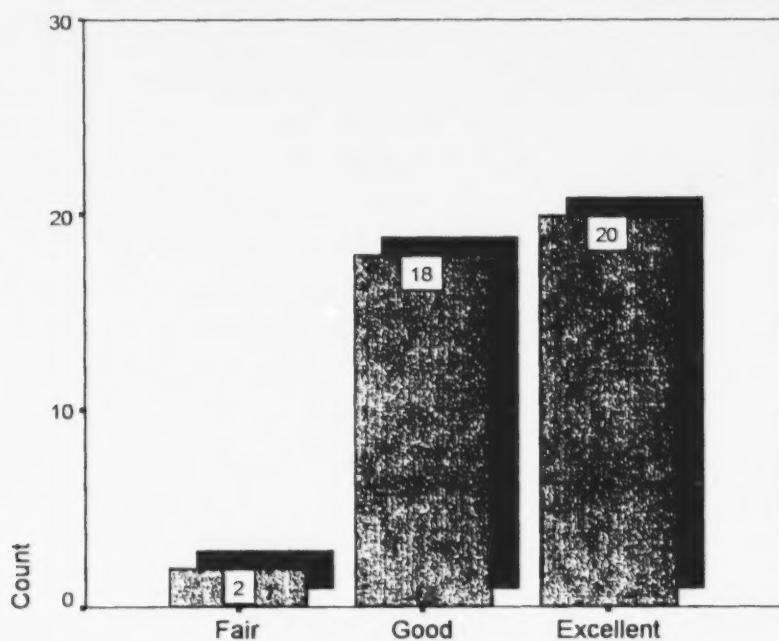
Teacher perception of their GC&SU teacher training

How do these teachers rate their perceived ability as a beginning teacher during their first year of teaching?

Which aspects of the conceptual framework are rated best, worst?

What are the correlation of these aspects with the overall rating?

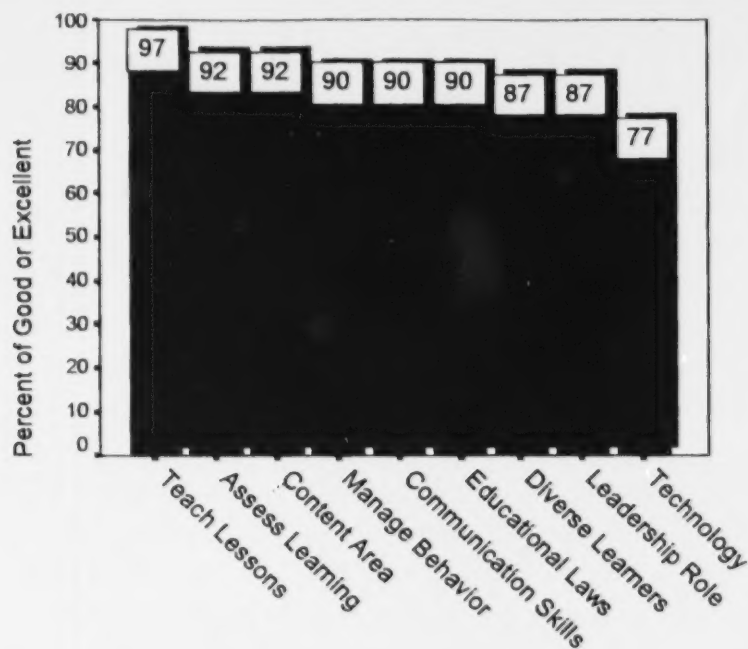
95% Rated their Overall Preparation as Good or Excellent



The two that said it was only Fair were teaching in elementary schools. They were more recent graduates. See below.

		Count			
		Overall Preparation			Total
		Fair	Good	Excellent	
Year					
2002		0	2	4	6
2000		1	5	2	8
1999		1	5	3	9
1998		0	4	6	10
1997		0	2	0	2
1996		0	0	1	1
1995		0	0	2	2
Total		2	18	18	38

Ratings of Specific Aspects of the Conceptual Framework in Percent of
Ratings of Excellent or Good



Ability to teach day to day (plan and carry out) lessons is rated highest. Ability to use current technology in my teaching job is rated lowest.

Actual Responses in Percents

	Poor	Fair	Good	Excellent
Content Area	0%	10%	43%	48%
Technology	5%	20%	38%	38%
Manage Behavior	3%	8%	50%	40%
Teach Lessons	0%	3%	26%	72%
Assess Learning	0%	8%	48%	45%
Diverse Learners	5%	8%	48%	40%
Communication Skills	0%	10%	38%	53%
Educational Laws	0%	10%	55%	35%
Leadership Role	3%	13%	58%	28%

Correlations of Specific Aspects with Overall Preparation

$r = .72$ Teach Lessons
 $r = .56$ Leadership Role
 $r = .54$ Manage Behavior
 $r = .53$ Content Area and Communication Skills
 $r = .50$ Assess Learning

Results for Study Question 2

Partner School Practices in Orientation or Induction of New Teachers

What orientation, training, or induction activities were provided to these teachers during their first year at this partner school?

When you started at this school, what kind of orientation activities did this school provide? For example, personnel issues, school-system issues, school-wide issues, classroom issues, teaching issues, etc.

School	Graduated	Description of Orientation
Baldwin HS	2000	Orientation for new teachers
Baldwin HS	2000	Before pre-planning for teachers started, the new employees participated in workshops about school-system issues, and classroom issues. It was an orientation to let us become familiar with different policies of the school system.
Blandy Hills	2000	I didn't really get any kind of orientation dealing with beginning teacher issues. I basically had to learn on my own.
Burghard	2000	During preplanning, I was given a handout of all materials and upcoming paperwork needed along with deadlines.
Central High School	1995	Faculty handbook was provided for everyone and school and county issues were discussed at faculty meetings
Clifton Ridge	1999	I was a part of an mentor program. An experienced teacher in the same area met with me once a month to discuss questions, problems etc. There was a new teacher orientation that the system provided for all new teacher (new and new to the county.) We were given many facts, figures and information about the county as a whole. I was introduced to the staff and shown around.
Creekside	1999	The county had a 1 day workshop for new teachers, at my school my mentor teacher helped with the school issues.
Creekside	1998	Training in emergency procedures, testing methods, standardize testing training
Creekside	1998	Grade level and faculty meetings.
Dames Ferry Elem.	1999	All of the above were addressed at this school for beginning teachers and veteran teachers.
Dames Ferry Elem.	1992	A 2 day new teacher orientation.
Dames Ferry Elem.	1998	For the first year I met once a month with all first year teachers in the county for workshops and training. We discussed all levels (personnel, school, system, state, and classroom issues).
Dames Ferry Elem.	1998	County and school orientation, a mentor was assigned.
Gray Elem	1998	New teacher orientation (2 days county & school), discussed policies and expectations.
Gray Elem	2000	New teacher orientation -- met every month my first year.
Gray Elem	2002	Job orientation included a day long orientation with county board of education officials (superintendent etc). New teachers also went to monthly meetings.
Gray Elem	1998	We had a 2 day new teacher orientation. The school system took us on a tour of the county to get a view of the different homes and economic areas in our county. We had several meetings to discuss school issues and met weekly with our lead teachers.
Jones Co High School	1999	Jones Co provides a new teacher orientation for all new teachers coming into the county. These meetings are held for 3 days prior to the preplanning days and includes not only first year teachers but new employees to the system as well. Also the school system invites speakers to lecture during the teacher inservice days to address the many issues that we as educators deal with on a daily basis. Last year we had a workshop on Teenage suicide rates and depression and how we can

		notice the beginning signs.
Mattie Wells School	1998	All of the above.
Midway	2000	The Board of Education staff provided an introductory 2 day workshop.
Midway	1998	None
Midway	1998	New teacher orientation only (i.e. toured Milledgeville, spoke with superintendent, etc.)
Miller Middle School	?	I don't remember any orientation other than a brief meeting downtown to sign up for insurance
Oak Hill Middle School	1999	School system informational meetings, mentor teacher assigned
Putnam Co Elem	2002	No one on one instruction on how it ran. I was assigned a mentor teacher. We had a new teachers meeting 3 weeks after school began and they then went over procedures and places to find things, but by then we had asked around.
Putnam Co Elem	2000	Not very oriented with certain policies. I have been here 2 years and am still unclear on some procedures.
Putnam Co Elem	2002	There was really no orientation at this school besides a benefits meeting. I would have been nice to have an orientation for all the issues listed above. We just went to all preplanning that all teachers attended.
Putnam Co Elem	1999	General topics for all teachers--nothing specific to beginning teachers.
Putnam Co Elem	2002	New teacher orientation, evaluation orientation, school-wide issues.
Putnam Co Elem	1999	New teacher monthly meetings.
Putnam Co Elem	1999	New teachers club, G-TAP training.
Putnam Co Elem	2002	None
Putnam Co Elem	1999	Mentor program - otherwise I got a staff and student handbook (teachers' editions) and I was on my own.
Putnam Middle School	2000	None except for faculty meetings with everyone in the school. New teachers did not have any kind of special meeting to get informed about school issues.
Weaver MS	1996	Weaver had a very helpful new teacher weekly meeting to discuss a large range of issues at school
Wells Primary	1991 (Macon)	Just your basic preplanning stuff, no mentoring program was in place, just your regular new teacher orientation at the county level.
Wells Primary	2002	I participated in a year long New Teacher Orientation program. We discussed issues such as poverty, behavior management, learning styles, etc. I was assigned a mentor in my grade level to guide me through my first year. She has been great!! I always have someone to depend on to answer my questions honestly. As far as school wide issues, I participated in a school wide orientation and update.
Westside HS	1995	There was almost too much orientation given by the Bibb Co Personnel office. I had to go to several meetings regarding the benefits package. I don't remember any of the other issues above being mentioned.
Westside HS	1997	The county provided new teacher orientation and teaching strategy workshops, as well as a classroom management workshop. They may have provided more that I don't remember. That was 1997-98.
Westside HS	1998	There was an orientation meeting provided through the county that covered all the above issues.
Wilkinson Co Elem	1997	Teacher evaluation standards

Were they assigned to an experienced teacher as a mentor for their first year at this school? 76% were assigned a mentor

School	Graduated	Did it help to have an assigned mentor?
Baldwin HS	2000	No, they did not help.
Baldwin HS	2000	I had several people that offered help to me on meeting with parents, how to complete IEPs, how to complete other paper work on staffing, etc. My mentors were also great resource people for supplemental activities to go with lessons, etc.
Blandy Hills	2000	Not very helpful because I asked for help from all teachers on my grade level - not just my mentor.
Burghard	2000	My mentor was an experienced 20+ year teacher who took me under her wings and helped me tremendously.
Central High School	1995	No mentor assigned.
Clifton Ridge	1999	Very much so. The teacher I was actually assigned to was unable to fulfill her requirements as a mentor, but another teacher stepped in and helped me more than I could have ever dreamed possible
Creekside	1999	She was very helpful, very kind, and always there if I needed anything.
Creekside	1998	Yes, each grade level had a lead teacher that serves as a mentor review any procedures not covered by administration and answer questions
Creekside	1998	It was helpful.
Dames Ferry Elem.	1999	Yes, it was very helpful. My mentor reassured me and made sure I understood all procedures at this school.
Dames Ferry Elem.	1992	No mentor assigned.
Dames Ferry Elem.	1998	Yes it was very helpful. I felt like I could discuss somewhat simple, but important things with my mentor.
Dames Ferry Elem.	1998	Somewhat
Gray Elem	1998	It gave me a contact person to discuss problems, etc. with.
Gray Elem	2000	Very helpful.
Gray Elem	2002	Yes, this was helpful. I went to her for all questions and she offered insight on how to handle challenging situations.
Gray Elem	1998	I did my student teaching at Gray Elementary, so I was very familiar with the school and the everyday activities. My mentor assumed I didn't need mentoring and did not offer much after the first week of school.
Jones co High School	1999	Yes, I had a wonderful experience with the teacher that was assigned as my mentor. She is very knowledgeable and helped me tremendously during my first year of teaching.
Mattie Wells School	1998	Very helpful. She helped me to adjust to a new environment.
Midway	2000	No, the teacher wasn't helpful at all, but other teachers provided any support I needed.
Midway	1998	No mentor assigned.
Midway	1998	No mentor assigned.
Miller Middle School	?	I was in a cluster of four teachers. They helped train and advise and support me in every way.
Oak Hill Middle	1999	helpful
Putnam Co Elem	2002	helpful
Putnam Co Elem	2000	No, but I had some wonderful teachers on my hall to help me.
Putnam Co Elem	2002	No, it was not helpful because the mentor I was assigned to was two grades below my grade. I depended on the other teachers in my grade to mentor me. They were the most helpful.
Putnam Co Elem	1999	We were in different grades and different wings--very hard to communicate.
Putnam Co Elem	2002	No, I rarely spoke with her. I worked / collaborated with other teachers in my grade.

Putnam Co Elem	1999	Extremely
Putnam Co Elem	1999	There was however a veteran teacher who I became friends with and she helped me out a lot!
Putnam Co Elem	2002	No mentor assigned.
Putnam Co Elem	1999	It was very helpful because my mentor was extremely dedicated to helping me.
Putnam Middle School	2000	My first year teaching was at a different school. I was assigned a mentor teacher, she was wonderful and taught me so much...
Weaver MS	1996	Helpful
Wells Primary	1991 (Macon)	I can't recall, I must not have been impressed.
Wells Primary	2002	I feel that being assigned a mentor was very helpful for me, especially at the beginning of the year. I had someone I could go to and ask questions, no matter how simple or silly they seemed. She was always willing to listen and give great advice.
Westside HS	1995	I was assigned a mentor teacher. My classroom was outside in a trailer and she was inside the main building. We did not have common planning time or even common lunch time. Although she is a lovely person and was able to answer all my early questions, such as who to turn what form in to, we were notable to function as a true mentor/mentee team.
Westside HS	1997	But she never had any time to spend with me or to observe me so it was of little use.
Westside HS	1998	It really was not helpful because I didn't have much in common with her but I got advice from others that I was closer to
Wilkinson Co Elem	1997	No mentor assigned.

Results for Study Question 3

Formal or Informal Support from GC&SU

While working at this school, did these teachers have any personal contact with a GC&SU professor? **54% said yes.**

If yes, what kind of support did this person provide you personally as a beginning teacher?

School	Graduated	Y/N	Support
Creekside	1999	n	But, I knew that they were there if I had questions.
Westside HS	1998	y	Dr. _____ always answered any questions that I had
Jones co High School	1999	y	Dr. _____ had kept in touch by email and asked how my teaching experience as been thus far. I have also been in touch with Dr. _____ as well. He helped me through my master's degree program as my advisor and provided advice throughout my years at GC&SU. The faculty is a very caring one and made a huge impact on my learning experience because of their ability to teach and nurture true professionals in the teaching world. Thank you!
Miller Middle School		y	Dr. _____ was a constant encourager and support person for me
Putnam Co Elem	2002	y	Gave feedback on teaching and gave advice on meeting legal mandates (i.e. IDEA).
Putnam Co Elem	2002	y	GCSU faculty provided a great deal of support to keep me from going crazy.
Weaver MS	1996	y	Good moral support
Gray Elem	1998	y	Great support (Ms. _____) just to touch base and make sure I was having a successful year.
Clifton Ridge	1999	y	I continued and still continue to keep in touch with my cohort leader Dr. _____. She is always willing to help me answer questions or problems whenever they
Dames Ferry Elem.	1999	y	I only had contact with a faculty member because I was working with a GC&SU cohort student in my classroom.
Creekside	1998	y	I saw Ms. _____ every now and then and she asked how I was doing.
Putnam Co Elem	2002	n	I saw some of the professors visiting cohort students, but non offered / provided any support.
Oak Hill Middle	1999	y	I took class from several professors as I worked on my master's degree. They were resourceful and available for questions.
Blandy Hills	2000	y	My personal contact, however, was only based on advisors visiting their student teachers.
Dames Ferry Elem.	1998	y	No support as a first year teacher. I hosted a GC&SU cohort teacher for their field experience during my second and third year teaching.
Westside HS	1995	y	None
Putnam Co Elem	1999	y	None really. I had a student teacher from GCSU
Gray Elem	2000	y	Not seen often, only in conversation now and then.
Gray Elem	2002	y	Only brief contact; ask how the year was going.
Midway	1998	y	Only the cohort leader for my student teacher.
Mattie Wells School	1998	y	Positive reinforcement & constructive criticism.
Wells Primary	2002	y	The GC&SU faculty member that I had contact with was always very encouraging and positive. I hosted a Junior Cohort student during the Spring term. He was always very interested about the things going on in the classroom.
Midway	2000	y	These former teachers answered any questions through email. Also, I have had contact through the masters' program.

Baldwin HS	2000	y	They offered encouragement and advice. They often answered questions that I would have felt uncomfortable asking as a first year teacher.
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What benefits did these teacher perceive for their school as a result of the GC&SU partnership?

School	Graduated	Benefits
Putnam Co Elem	1999	Allowing cohort students to work with me in my classroom.
Gray Elem	2002	Assistance to teachers as well as staff development opportunities.
Gray Elem	1998	Brought valuable resources such as mini-classes on discipline. GC&SU faculty members have served on our school committees as well.
Midway	1998	Dr. _____ has helped our 5th graders plant apple trees for IECC and she planned and organized our field trip to Bartram Trail.
Putnam Co Elem	1999	Give student teachers field experience. Gives classroom teachers helping hands and a chance to share knowledge with cohort members.
Putnam Co Elem	1999	Having the many college students in the school helps the students to stay motivated. I also think it encourages the younger students to go to college.
Westside HS	1997	I didn't know Westside was a partner school.
Blandy Hills	2000	I got to go to a math workshop in California sponsored by GC&SU and I have also enjoyed being a host teacher to four student teachers over the past 2 years.
Putnam Co Elem	2000	I had a cohort student this year and she did a wonderful job in my room. However she is missing key components to the classroom. I was the same way as a new teacher.
Putnam Middle School	2000	I has brought us some good teachers into the school system.
Midway	1998	I have seen the children look forward to having that extra help in the classroom Someone to spend more time with them.
Westside HS	1995	I love having MAT students in our dept. They bring in fresh ideas and allow us to try new things. Last year I had B.S. in my room first semester. We were able to design several new labs for biology and try them out. I would not have been able to do this without his help nor he mine.
Creekside	1999	I teach in the PEC program, we have not had any this year. We have had some in the regular education classes. I think that the teachers have been pleased with the help of the cohorts overall.
Baldwin HS	2000	I think that this program offers support for teachers as well as cohort students.
Putnam Co Elem	1999	I was able to be the host teacher for a wonderful GC&SU cohort student.
Creekside	1998	Lots of student teachers with good ideas and a zeal for working!
Creekside	1998	Many future education students are observing teachers and current cohort students practice student teaching, having completed the cohort several years ago helps me identify some of their fears and excitement, they always enjoy meeting someone to relate to and discuss the process in being placed in various grade levels, sharing stories, good and bad, helps realize that others have "survived"
Clifton Ridge	1999	My class in particular is very fortunate; we were lucky enough to have a music therapy student come in each week for an hour and work with my class. My students are students with moderate, severe and profound disabilities and this was a wonderful experience. I hope we will be able to continue this in the future. We have also been a part of some horticultural projects. My students were able to decorate pots and plant flowers for Mother's Day. We have also been fortunate enough to have many wonderful cohort students
Oak Hill Middle	1999	Numerous cohort students throughout to aid students with extended learning.

Burghard	2000	One benefit that is most valued is the extra support in the classroom. After students observe awhile, they are able to work in small groups with students and develop units that are useful in the classroom.
Putnam Co Elem	2002	Student "practicum" teachers--very helpful.
Gray Elem	1998	The cohort students are very helpful sometimes. Some of them strive to be successful and truly help to make our school better. These individuals bring new ideas into the classrooms and help to rejuvenate our lessons. Some of our teachers have been out of college for a long time. This fresh input helps tremendously.
Dames Ferry Elem.	1998	The most important benefit is to our students. I believe it helps teach them respect & flexibility and it also gives our students a chance to have a variety of learning experiences.
Midway	2000	The science classes use CATS to supplement objectives. Also I have had 2 cohort students and many have been a part of my teaching team, including at least 2 student teachers.
Jones co High School	1999	This partnership has brought many students from around the state to our wonderful school system who are eager to learn. Because Jones Co is within 30 miles of GC&SU, the cohort students are show products of GC&SU! Many of the faculty at Jones Co graduated with a degree from GC&SU, therefore they see alumni at work.
Mattie Wells School	1998	We have a great number of practicum & student teachers that we can share ideas with and mentor.
Wells Primary	2002	We have been very lucky to be able to host pre-teachers and student-teachers. We benefit greatly from the help of these GC&SU students. They are able to offer new ideas to experienced teachers as well as learn from being in the classroom each week.
Wells Primary	1991 (Macon)	We have developed excellent relationships with Dr. Russell and with the junior and senior cohorts. We have also had the opportunity to become adjunct instructors for the university so that the students can get a real feel for literacy during their junior year. We also have been able through that close relationship, to reflect on our own teaching styles, strengths and weaknesses. I love to talk with my assigned students about the theory that they are learning and the new applications.
Central High School	1995	We have had many student teachers from GC&SU.
Miller Middle School		We have sponsored student teachers
Gray Elem	2000	Yes, discipline support group.

Is there anything in particular that GCSU could do for or with this school to show its support?

School	Graduated	What can GC&SU do to help?
Putnam Co Elem	1999	Allow teacher input as far as class instruction. Ask us what our school's focus is on and use it to supplement college load--Literacy instruction, class management, etc.
Burghard	2000	Because our school is low-income poverty-stricken community, I feel volunteer hours assisting struggling students throughout the year would be very helpful.
Midway	1998	Come to a faculty meeting to inform all teachers of your involvement and explain exactly what GC&SU is willing to help with.
Westside HS	1995	COMMUNICATION!!! I met Dr _____ when she was here but we never had a conversation in person, by phone or by email--before during or after his placement. We need to build personal relationships in order to have a successful partnership.
Gray Elem	1998	Continue to send GOOD cohort students. Be supportive of our evaluations of those cohort students who really don't belong in the education field
Putnam Co Elem	2002	Educate the school on ways to orient new teachers. Although we have been through a cohort program, we still need to be oriented to the school.
Jones co High School	1999	GC&SU could reward the host teachers with financial assistance in furthering their education! Maybe a tuition waiver for a semester or Half-price? Just a suggestion.
Putnam Co Elem	1999	Give teachers more clearly defined goals, expectations, and objectives for the student teachers.
Gray Elem	1998	I feel as though GC&SU & Gray elementary School have a good relationship. Keep sending college students and continue the relationship.
Wells Primary	2002	I feel that WPS is very fortunate to have such a great relationship with GC&SU's School of Education.
Creekside	1998	it's great to see professors in the school, observing classrooms and just saying hi
Blandy Hills	2000	Just continue to place student teachers in the classroom upon request and commend good host teachers.
Creekside	1998	Just keep sending student teachers and cohort students
Putnam Co Elem	1999	Many teachers are interested in earning their masters degree. It would be nice to have someone to us to teach us from GC&SU.
Westside HS	1997	Perhaps staff development in areas of interest.
Gray Elem	2000	Provide information on graduate programs offered.
Putnam Co Elem	2002	Provide training to school teachers on innovative strategies.
Dames Ferry Elem.	1998	Send student teachers
Putnam Co Elem	1999	Student activity day at GC&SU. Have the cohort students take their host class to GC&SU for a day of activities. Work with teachers more on the times when the cohort students are in the classroom.
Putnam Co Elem	2002	Supply more student teachers
Putnam Middle School	2000	The school does a good job of showing their support.
Putnam Co Elem	2000	The support is fine for our school.
Midway	2000	We love having practicum students. Send more. I would like to see a program like CATS form for the area of language arts & writing. We would like to see professors in the schools.
Clifton Ridge	1999	We were invited to an award ceremony and were given an award for our participation. I feel that's support enough!

Did any of these teachers or anyone they knew participate in the GCSU induction activities over the last two years? Only 7% (two) said Yes.

If so, was it helpful?

The only two teachers (respondents) who were aware of the GC&SU induction activities were from Wells Primary. Their comments follow:

I believe it was a seminar that had mini classes throughout the day.

I did participate in the Induction Activities. I found that most of the information was informative to me as a new teacher. I think that it would be helpful for the participants if the classes were labeled according to the fields they were intended to reach. I know that I sat in a workshop that was intended for middle grade teachers and I teach 1st grade. The information shared was interesting, but didn't apply to me as a teacher.

Appendix

List of Faculty Liaisons

Cover letter from Dean

Survey Form

BALDWIN COUNTY

LIAISON	SCHOOL
Nancy Mizelle, Marianne Edwards	Oak Hill Middle School
Julie Parmley	Headstart/Family Child Development Cen.
Revel Pogue	Southside Elementary
Kevin Crabb, Betty Block	Baldwin High School
Karynne Kleine	Midway Elementary
Julie Parmley, Patti Tolbert	Creekside Elementary
Betty Block, Marianne Edwards	Davis Elementary
Amy Childre, Melissa Adams	Blandy Hills Elementary

JONES COUNTY

Dee Russell	Mattie Wells Elementary, Wells Primary
Brian Mumma, Martha Jones, Vicki Hunnicut	Clifton Ridge Middle School
Lyndall Warren, Rosemary Jackson	Gray Elementary
Leigh Hern	Califf Middle School
Vicki Hunnicut	Dames Ferry Elementary
Kevin Crabb, Geza Martiny	Jones County High School

BIBB COUNTY

Vicki Hunnicut, Brian Mumma	Burghard Elementary
Vicki Hunnicut	Porter Elementary
Vicki Hunnicut	Lane Elementary
Brian Mumma	Miller Middle School
Brian Mumma	Ballard Hudson Middle School
Brian Mumma	Weaver Middle School
Cynthia Alby	Northeast Magnet High School
Cynthia Alby	Central High School
Heidi Hlawaty	Westside High School

PUTNAM COUNTY

Paige Campbell	Putnam Elementary
Trish Klein	Putnam Middle School

WILKINSON COUNTY SCHOOL SYSTEM

Betty Block	Wilkinson Primary
Betty Block	Wilkinson Elementary
Betty Block	Wilkinson Middle
Betty Block	Wilkinson High School

HANCOCK COUNTY SCHOOL SYSTEM

Becky McMullen	M.E. Lewis Elementary
Becky McMullen	Southwest Elementary
Becky McMullen	Hancock Middle School
Becky McMullen	Hancock High School

May 6, 2003

Dear GC&SU Cohort Graduate,

We would be really grateful if you would quickly fill out and return this short questionnaire that is included with this letter. It is a brief survey like the one you did at graduation in order to get your opinion of how the teacher preparation you received matched the demands of your first teaching job(s).

This request is from Dr. Sharie Smoot who is responsible for gathering this information for evaluation of our programs for our accreditation renewal. We need to find our John H. Lounsbury School of Education graduates (alumni) who are currently teaching in a GC&SU Partner/Professional Development School in middle Georgia. Data collected will be used for School of Education purposes only and will not be shared elsewhere. Reports generated from the information you provide will not use your name or any names.

If you know of another former graduate from our cohort programs who teaches in this school, please forward this request to that person also. By helping us out in this way, you are helping to keep us accredited.

And, of course we hope you are recommending our program to other teacher education candidates. We can use your help in our recruitment efforts. Please refer high school students, junior college students, and other people who you believe have high academic standards and leadership potential to the School of Education at GC&SU.

Thank you for helping us by completing this brief confidential questionnaire by Email. If you have anything else that you want to tell us, please feel free to keep on typing and then send it all back as an attachment to Dr. Smoot at ssmoot@gcsu.edu. Or you can print it out, fill it out, and FAX it back to her at 478-445-2315. Please respond by .

Sincerely,

Dr. Janet Fields, Dean
John H. Lounsbury School of Education

Confidential Program Evaluation from GC&SU Cohort Graduates

Directions: Your answers to the questions below will help us stay accredited as a teacher training institution. Please think back about your first year in teaching.

How would you rate your ability as a beginning teacher to . . . (please circle your answer)

1. fulfill your new teaching duties overall?	Excellent	Good	Fair	Poor
2. make use of your content area knowledge in your specialty	Excellent	Good	Fair	Poor
3. use current technology in your teaching job.	Excellent	Good	Fair	Poor
4. manage classroom behavior of students.	Excellent	Good	Fair	Poor
5. teach day to day (plan and carry out) lessons.	Excellent	Good	Fair	Poor
6. test and assess the learning of your students.	Excellent	Good	Fair	Poor
7. work with diverse or challenging learners and find their strengths.	Excellent	Good	Fair	Poor
8. communicate and cooperate with coworkers, parents, & others.	Excellent	Good	Fair	Poor
9. understand and comply with current educational laws.	Excellent	Good	Fair	Poor
10. play a leadership role in your school or community.	Excellent	Good	Fair	Poor

11. How long have you been teaching at this school? _____ years counting this one

12. When you started at this school, what kind of orientation activities did this school provide? For example, personnel issues, school-system issues, school-wide issues, classroom issues, teaching issues, etc. _____

13. Were you assigned to an experienced teacher to be a mentor for your first year at this school? Yes No
If yes, was this helpful, not helpful, etc.? _____

14. While working at this school, did you have any personal contact with any GC&SU faculty member?
Yes No If yes, what kind of support did this person provide you personally as a beginning teacher? _____

15. Your school is one of GC&SU's Partner or Professional Development Schools. What kinds of benefits has this partnership brought to your school this year or last? _____

16. Is there anything in particular that you think the GC&SU School of Education could do for or with this school to show its support? _____

17. The GC&SU School of Education is now mandated to provide individual support to their cohort graduates for their first few years as beginning teachers (this is called "induction" into the profession). Did you or anyone you know participate in any of the Induction Activities that GC&SU has offered their graduates in the last two years? Yes No If yes, what was it and in what way was it helpful for a new teacher? _____

18. What year did your cohort graduate from GC&SU? Year _____

19. In regards to your certification, was your first year of teaching... In my field Out of field

Thank you for your confidential opinion. Please email this back ssmoot@gcsu.edu or FAX 478-445-2513 by



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Organization/Address: <i>CBX 071, GC&SU Milledgeville, GA 31061</i>	Telephone: <i>478-445-0572</i> FAX:
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